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I. **Subject Area**:Social Studies **Grade level**: 5-6 **Unit Title**: *Growth of a Nation: Prosperity, Depression and War*

II. **Estimated Time**: This unit will take place over five weeks, with everyday

consisting of a 45 minute period.

III. Student Population: 24 students; 2 English language learners (Spanish), 1

ADHD and 4 gifted students.

Stage 1 – Desired Results

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| **IV. Standards:** *Identify the national, state, or district standards for this lesson*  **8.1.6. A:** Explain continuity and change over time using sequential order and **context of events.**  **8.1.6. B:** Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources**to explain historical events.  **8.3.6. A:** Explain the **social, political**, cultural, and **economic**contributions of individuals and groups to United States history.  **8.3.6. B:** Explain the importance of significant historical **documents, artifacts,** and places critical to United States history.  **8.4.6. A:** Explain the **social, political**, cultural, and **economic**contributions of individuals and groups to world history.  **8.4.6.D:** Examine patterns of **conflict** and cooperation among groups and organizations that impacted the development of the history of the world   1. **Understanding(s):**   -The students will understand what life was like during the roaring twenties, the Great Depression, and World War II.  -The automobile, radio and movies changed American culture in the early 1900’s.  -The role of women changed in the 1920’s and had a major effect on life in the United States.  -The Stock Market crash in 1929 became the worst period of economic hardship in United States history, known as the Great Depression.  -The New Deal eventually helped ease our problems with the Great Depression, but hard times continued throughout the 1930’s.  -While the United States attempted to stay neutral, the attack on Pearl Harbor in 1941 launched America into World War II.  -The United States help lead the Allies to victory.  -World War II is the deadliest war in human history.  -After an exceptional military career throughout World War II, Dwight Eisenhower is elected President in 1952.    **VI. Essential Question(s):**   1. What were the main causes if the great depression? 2. Who were some key political figures during this time and what did they do? 3. What was the main idea for F.D.R’s New Deal? 4. Why did America want to stay out of the war? 5. What countries made up the Axis and Allied Powers and who were their leaders? 6. What did women do to help out during the war and why did they do it? 7. What were the major turning points for the Allied Powers? 8. How did the Allied Powers gain victory in Asia? 9. How did technology affect the war? 10. What was the Holocaust and how did it affect society?   **VII. Attitude(s) and Value(s):**  •Respect for others.  •Appreciation for human life and our armed forces.  •The importance of our political system.    **VIII. Skill(s):**   1. *What skills related to acquiring, organizing and using information will students develop?*   -Comparing and contrasting  -Researching  -Using graphic organizers     1. *What technological skills will students develop?*   -Using the internet for research     1. *What interpersonal skills will students develop?*   -Forming opinions and expressing them freely. |
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Stage 2 – Assessment Evidence

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| IX. Performance Task(s):  Students will:  -Create a radio jingle for a particular product.  -Dramatize a silent movie clip.  -Compare and Contrast types of technology throughout the time period.  -Write a personal narrative in the persona of someone in the time period.  -Write a biography of a famous person of the era.  -Write a poem characteristic of the Harlem Renaissance.  -Construct a triorama of Franklin Roosevelt.  -Debate pros and cons of the New Deal and the involvement of the U.S. in World War II.  -Write a draft letter in the persona of the president.  -Write a newspaper article about Pearl Harbor.  -Create a political map during World War II.  -Write a journal entry about hiding during the Holocaust.  -Outline major battles, events and people of World War II.  -Dramatize a scene from “The Grapes of Wrath”  -Write a short story from the perspective of a child during the depression.  -Picture from the depression response worksheet  -Cause and effect graphic organizer  Students will be assessed through:  -rubrics on activities and writing prompts.  -graphic organizers | Other Evidence:  Students will:  -Use discussions in class, both with peers and with the teacher, to provide feedback and gain insight on the material being learned.  -Work in cooperative groups to build a further understanding of the content being discussed in class.  -Complete homework assignments to enrich content discussed in class.  -Be observed participating during activities and group work.  -Complete the end of unit examination. |

Stage 3 – Learning Plan

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| X. Learning Activities (8 – 10 lessons)  **Lesson #1**: *An Industrial Nation* (see attached plan)  **Lesson #2**: *The Roaring Twenties*  **Time Estimation**: 3 days (45 minutes each day)  **Objectives**: The students will be able to identify the causes of the prohibition, apply the culture of the Harlem Renaissance, and be able to summarize the life of a famous person of that time period.  **Description**: The students will be introduced to the 1920’s. They will construct a time line from when prohibition started to when prohibition ended and they will have to identify major events in between. They will then construct a paragraph on why prohibition was started, but why it was unsuccessful. The students will select a famous person from this time period and do a biography on them to be presented on the last day of the lesson. The next day we will be discussing the Harlem Renaissance. The students will write a poem in a form common for that time period. They will also break up into group and make a list of the major changes in the 1920’s. On the last day the children will present their biographies to the class using a power point presentation.  **Teaching and Learning Material**: A sample time line, and a computer for presentations.  **Lesson #3**: *The Good Times End* (see attached plan)  **Lesson #4**: *The New Deal*  **Time Estimation**: 2 days (45 minutes each day)  **Objectives**: The students will analyze the presidency of Franklin D. Roosevelt, and compare and contrast the New Deal programs.  **Description**: We will begin by talking about the election of Franklin D. Roosevelt and the contributions he made to our country during his time. Following the discussion the students will make and FDR triarama. The next day we will focus on the New Deal. The students will group up and make a pro and con’s list to the New Deal and each group will explain their choices.  **Teaching and Learning Material**: Arts and crafts supplies for the triarama.  **Lesson#5**: *World War II Begins*  **Time Estimation**: 2 days (45 minutes each day)  **Objectives**: Students will inspect the reasons for the US not being involved in the war and elaborate on the feelings the draft produced.  **Description**: One the first day we will discuss the beginning of the WWII and the U.S. debate to enter the war. Using a graphic organizer the students will outline the axis powers and their leaders and the allied powers and their leaders. We will then have a classroom debate set in the 1940’s on whether the US should or should not enter the war. The following day we will be talking about Pearl Harbor and the draft. The students will create their own newspaper article on Pearl Harbor.  **Teaching and Learning Material**: Graphic organizer, art supplies  **Lesson #6**: *The Home Front*  **Time Estimation**: 2 days (45 minutes each day)  **Objectives**: Students will understand life here during World War II, inspect the changing roles of women, and evaluate the importance of the new technology of the time.  **Description**: We will discuss life here in America during the war. The students will participate in a discussion on how the role of women was extremely important. We will make a class list on things that they helped do to help the war effort. Then the students will break into groups and make a list of things they would do to help with the war and share some with the class. The next day we will focus on technology. The students will break into groups and collect pictures of the technology from that time and make a poster where they will rank the technology from most helpful to least helpful during the war and explain why they picked the one as most important.  **Teaching and Learning Materials**: Computer, art supplies  **Lesson #7**: *The World at War* (see attached plan)  **Lesson #8**: *Anne* *Frank and The Holocaust* (see attached plan) |

Textbook.

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Upper Saddle River, New Jersey

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